Migrant Education Program

Service
Delivery
Plan

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Abbreviations

CNA   Comprehensive Needs Assessment

CCSS   Common Core State Standards

CSPR   Consolidated State Performance Report

DOE   Department of Education

EL   English Learner

ELD   English Language Development

ESEA   Elementary and Secondary Education Act

ESL   English as a Second Language

GPRA   Government Performance and Results Act of 1993

IEP   Individualized Education Plan

ILP   Individual Learning Plan

LEA   Local Educational Agency

LEP   Limited English Proficiency

LQM   Last Qualifying Move (used interchangeably with QAD)

MEP   Migrant Education Program

MEAP   Michigan Education Assessment Program

MiAccess Michigan Access Assessment

MME   Michigan Merit Examination

MiMEP   Michigan Migrant Education Program

MEDS   Migrant Education Data System

OME   U.S. Office of Migrant Education

OSY   Out-of-School Youth

PAC   Parent Advisory Council

PFS   Priority for Services

PS   Preschool

QAD   Qualifying Arrival Date (used interchangeably with LQM)

LQM   Last Qualifying Move

RTI   Response to Instruction

SEA   State Department of Education

SDP   Service Delivery Plan

Federal Migrant Service Delivery Plan Legislation
Introduction

Legislative Mandates for the State Service Delivery Plan

Developing and implementing the State Service Delivery Plan (SDP) is a requirement of Migrant Education Programs (MEP) for all state departments of education (SEA) that receive federal funding for migrant students. Specifically, Section 1304(b) and 1306(a) of the Title I, Part C of the Elementary and Secondary Education Act/No Child Left Behind Act of 2001 (ESEA/NCLB) require that the State (SEA) and their local operating agencies identify and address the special educational needs of migratory children in accordance with a state service delivery plan that:

- o Is integrated with other programs, including but not limited to those authorized by the Elementary and Secondary Education Act (ESEA);

- o Provides migrant children an opportunity to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;

- o Specifies measurable program goals and outcomes;

- o Encompasses the full range of services that are available to migrant children from appropriate local, State, and Federal educational programs;

- o Is the product of joint planning among parents of migrant children, teachers, community stakeholders and the administrators of local, Migrant Education Programs and State, and Federal programs, including Title I, Part A, early childhood programs, and language development programs under Title III: and

- o Provides for the integration of services available under this part with services provided by such other programs.

The regulatory requirements found in **34 CFR 200.83** further note that the State Service Delivery Plan must include the following components: Performance targets, Needs Assessment, Measurable Program Outcomes, Service Delivery and Evaluation. In February 2013, Michigan Migrant Education Program (MiMEP) published a separate Comprehensive Needs Assessment.

The Office of Migrant Education describes the SDP requirements and provides a Technical Assistance toolkit for states to use in the development of their plans: "Migrant Education Service Delivery Plan Toolkit" (http://results.ed.gov/sites/results.ed.gov/files/sdp-toolkit.pdf). MiMEP used these technical assistance tools when planning and facilitating discussions with the Comprehensive Needs Assessment (CNA) Committee.

This document describes the process that the Michigan Department of Education's Migrant Education Program used in developing its Migrant Comprehensive Needs Assessment and subsequent State Service Delivery Plan. The Comprehensive Needs Assessment and the State Service Delivery Plan meet the federal mandates cited above.

Michigan's SDP Development Process: Purpose and Overview

Purpose of State Delivery Plan

The purpose of the Michigan Migrant Education Program (MiMEP) is to help migrant children and youth overcome the challenges of mobility, cultural, and language barriers, social isolation and other difficulties associated with the migratory life. Our goals are to lead our migrant students towards challenging and successful schooling as well as a successful life of college and/or careers. MiMEP seeks to reduce barriers, empower migrant children and their families, and to provide guidance and resources for local and state MEP programming.

Michigan MEP recognizes our responsibility to give priority for services to migrant children and youth who are failing to meet the state's content and performance standards and have experienced educational interruption during the regular school year. Additionally, the needs of our migrant students differ from the needs of the general English learner (EL) population. A large percentage of migrant students (60 percent) require rigorous and intensive English language development programming and services that take into consideration the mobility and poverty issues faced by migrant families.

The State Service Delivery Plan provides the performance targets, measurable objectives, service delivery plan of strategies and activities engaged at both the local and state level as well as the plan for evaluating the effectiveness of Michigan's Service Delivery Plan.

Overview of Process of Development CNA and SDP

The Michigan process of developing the CNA and the SDP carefully considered the migrant student population and their specific and unique needs.

The CNA and the SDP development process followed a three-phase model as suggested by the U.S. Office of Migrant Education (OME). The first two phases and the beginning activities included in the third phase are included in Michigan's Comprehensive Needs Assessment. The final activities in Phase III form the basis for the Service Delivery Plan and are included in this document. All three phases are summarized in the table below.

Phase I Explore "What Is?"	Phase II Gather & Analyze Data	Phase III Make Decisions
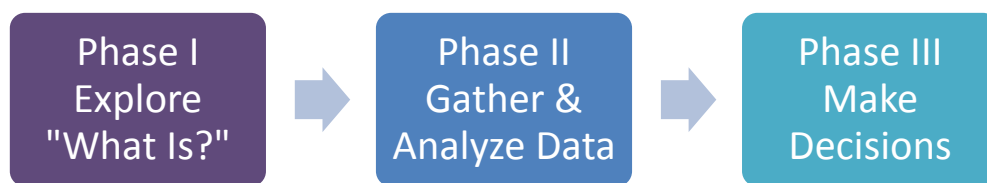
Exhibit #I. Phases of Development

Phase I, "What is?", asks the questions of: What is the data that we have? What does it tell us? What data do we still need to obtain a full picture of our migrant students and programs?	Phase II, "Gather and Analyze Data", is the step where additional data is obtained and analyzed.	Phase III, "Make Decisions", includes forming concern statements, identifying data sources, writing need statements, and developing corresponding written objectives, strategies, and activities.

Development of Michigan's SDP Plan

The Michigan Department of Education, Migrant Education Program developed its Comprehensive Needs Assessment (CNA) from April to December 2012 through multiple meetings with the Migrant CNA Advisory Committee (hereto, "committee"). The Service Delivery Plan (SDP) was developed during the final activities in December and in January 2013. The Service Delivery Plan addresses the needs identified in the CNA.

The committee consisted of parents, teachers, district administrators, local community organization representatives including Department of Human Services, the Hispanic Center of Grand Rapids, Telamon, the two Identification and Recruitment State Centers, and Department of Education staff from migrant education and Early Childhood Offices. In addition, Great Lakes East Comprehensive Center staff assisted in planning, and facilitating the meetings. The committee members reflected pertinent knowledge areas, regions of the state, home languages, and concern for students at certain ages and grade levels. The committee remained committed to the work with excellent attendance throughout the ten months of the CNA and SDP development.

The systematic development process of the CNA included gathering and analyzing qualitative and quantitative data results; using the data to produce concern statements; reviewing best practices and research as related to student diverse needs; and building of consensus for action planning in terms of needs statements. The needs focused on the four areas of student reading proficiency, mathematics achievement, school readiness, and graduation. The completed CNA serves as the foundation for Michigan's Migrant Service Delivery Plan (SDP). Appendix A lists the identified CNA Migrant Student Needs.

The systematic development process of this SDP included setting goals and measurable objectives based on the identified needs, identifying the broad solutions needed to reach these objectives, determining what specific strategies were needed to implement the solutions, brainstorming available and needed resources, choosing the data measures for monitoring progress, and planning for the evaluation and ongoing improvement of Michigan's Services Delivery Plan. The SDP also focuses on the four areas of student reading proficiency, mathematics achievement, school readiness, and graduation.

SDP: State Service Delivery Plan Performance Outcomes

For each performance target (reading proficiency, mathematics achievement, school readiness and graduation), the requirements for the SDP include the development of measurable performance *objectives* (MPO) which establish the measurable program *outcomes*. In addition, the utilization of implementation data serves to describe which data will be used, how the data will be collected and by whom. The data sets act as evidence that high quality strategies were implemented and found to be effective in addressing the needs of migrant students' needs.

The committee developed the initial Service Delivery Plan (SDP) in December 2012 and January 2013. During the January 2013 meeting, the committee identified solutions that would have the highest likelihood to reduce the gap between migrant and non-migrant students. The solutions are broad level but have specific strategies to guide the implementation process for each objective. MiMEP with assistance from Great Lakes East Comprehensive Center compiled the work into this SDP document.

The committee and the MiMEP team identified corresponding implementation data measures of student achievement performance, parent involvement, and graduation rates that will be used to evaluate the effectiveness of the State Service Delivery Plan. The eleven outcome measures that serve to evaluate the implementation and success of the Service Delivery Plan are shown in Exhibit #2.

Exhibit #2: Measurable Program Outcomes

1) The achievement gap in *reading and writing* between migrants and their non-migrant peers will narrow by at least 2% annually at each grade level on the MEAP/MME.

2) The percent of migrant students who demonstrate grade level proficiency on local MEP program *reading assessments* will increase by 5% annually.

3) The achievement gap in *mathematics* for migrants and their non-migrant peers will narrow by at least 2% annually at each grade level on the MEAP/MME.

4) The percent of migrant students who demonstrate grade level proficiency on local MEP program *math assessments* will increase by 5% annually.

5) Migrant English Learner (LEP) students will develop their English Language and meet the state *Annual Measurable Achievement Objective 1* target (AMAO #1) each year *(for monitoring progress in English Language Proficiency)*.

6) By 2015, the percent of *migrant parents* who report *having access* to instructional resources to provide support to their children will increase from 27% to 50%.

7) By 2015, local Migrant Education Programs will report a 50% increase in use of MSIX reports.

8) The percent of migrant children reported as participating in structured *early childhood programs*, via preschool status in MEDS and in Migrant Head Start, will increase by 2% annually.

9) The percent of migrant parents reporting that their *children, birth to five, receives prevention and intervention health services* will increase by 2% annually.

10) The *graduation rate* of migrant high school students, (including GED completion) will increase by at least 2% annually.

11) The number of identified and served migrant Out of School Youth needs to increase by at least 2% annually.

Michigan's Service Delivery Solutions, Strategies, Implementation Data Measures, Resources and Outcome Measures are provided in subsequent sections.

SDP: Measurement Tool Descriptions and Progress Indicators

A variety of tools and data measures will be used to measure progress of the Service Delivery Plans' outcomes. These tools will allow the MiMEP and the CNA Committee to gather and analyze evidence of program success and determine SDP areas in need of revision or adjustment. The tools include:

- o Attendance/enrollment data
- o Graduation data (comparing migrant students and all students)
- o Migrant student demographic data
- o State assessment results – MEAP, MME and ELPA (comparing migrant students and all students)
- o Migrant staff, student and parent surveys
- o Agendas, minutes, sign-ins, feedback and/or evaluations from professional development opportunities and parent outreach activities
- o MEDS and MSIX Reports (MEDS is Michigan's Migrant Educational Data System, MSIX is the national, interstate Migrant Student Information eXchange data system)
- o Reports from partner organizations/agencies

For each outcome, the corresponding implementation data measure is provided in the tables in the next section.

SDP: State Service Delivery Plan Terminology

MiMEP has developed an action plan with solutions and strategies for each of the performance outcomes/measurable objectives. Since local MEPs will be aligning their local program plans to the MiMEP CNA and the SDP, it is important for MiMEP to mirror the school/district improvement process that is already in use. It is MiMEP's policy that the Migrant Education Plan is part of the larger district improvement plan, submitted along with the Consolidated Application, so that the needs of migrant students are addressed comprehensively through all of the available resources (general fund, Title I, Part A, Title II, Title III and Michigan's Section 31 State 'At Risk' funds). Districts are required to have specific objectives, strategies and activities in their district improvement plan. These components must address the intent and purpose of Title I, Part C, reflect the MiMEP CNA and SDP, and be aligned to the submitted Title I, Part C, budget summary and details.

In order to facilitate the integration of the State Service Delivery Plan and local District Improvement planning, and ensure ease of use by local programs, MiMEP has used the following terminology:

- *Performance Outcomes* are referred to as **Measurable Objectives**.
- *Solutions* are referred to as broad **Strategies**.
- *Strategies* are referred to as **Activities**.

Exhibit #3, Service Delivery Implementation Plan, identifies the Performance Objectives, Solutions and Strategies required of State Service Delivery Plans. In addition, we have included timelines, person(s) responsible and available resources that may be used by local MEPs when implementing the SDP. Implementation measures are identified for each of the strategies [solutions].

These measures will assist the MiMEP and its partners in monitoring the progress of implementation. Data measures are identified in Exhibit #4, SDP Program Evaluation Measures, for each of the measurable objectives [performance outcomes]. The results of the identified data measures will be used to evaluate the MiMEP program and inform future needs' assessments and revisions to the State Service Delivery Plan.

The committee determined the strategies and activities that were needed in order to achieve each SDP objective. They identified the data measures that would be used to monitor implementation and some of the resources that would be required. MiMEP, with input from the committee, added the beginning timeline for implementation and the responsible parties.

Exhibit #3 Service Delivery Implementation Plan

Reading Achievement Objective #1

The achievement gap in reading and writing between migrants and their non-migrant peers will narrow by at least 2% annually at each grade level on the MEAP/MME.

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
All teachers will use academic language vocabulary lists (for language arts, math, science and social studies) *daily* to increase students' comprehension in the four core subject areas.	1. Teachers will collaborate to select common, subject specific, academic vocabulary lists that will be shared with all staff, parents and students. 2. Teachers of migrant students will participate in professional development focused on academic vocabulary and best instructional practices for vocabulary instruction.	Teachers/ Administrators Survey Vocabulary Lists/ Sample Units and Lessons Agendas, Handouts, Sign-ins and Evaluations for Professional Development Opportunities Onsite Review/ Monitoring Visit Observations	Summer 2014	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Common Core State Standards Vocabulary Resources WIDA ELD Standards Resources Statewide Training and Materials (facilities) Travel Costs

Local MEP programs will use Sheltered Instruction strategies effectively to increase students' comprehension in the four domains (reading, writing, listening, and speaking) across the content areas.	1. Teachers of migrant students will participate in Professional Development in Sheltered Instruction. 2. Teachers of migrant students will participate in professional development focused on comprehensible input, academic vocabulary, compare/contrast, higher order thinking skills/ questioning, and other best practices. 3. Teachers of migrant students will collaborate to adopt a set of Higher Order Thinking questions aligned to Bloom's Taxonomy. 4. Teachers of migrant students will implement (or create) subject-specific lessons and activities utilizing Sheltered Instruction. 5. Migrant administrators will purchase content-based leveled books at students' instructional and independent levels to increase reading comprehension skills.	Teachers/ Administrators Survey Sample Units and Lessons Question Banks Math MATTERS CIG Curriculum Agendas, Handouts, Sign-ins and Evaluations for Professional Development Opportunities Parent Survey Checklist for Administrators; Walkthroughs Onsite Review/ Monitoring Visit Observations	Summer 2013	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Common Core State Standards Resources WIDA ELD Standards Resources Funding for Content-Based Leveled Readers Math MATTERS CIG Curriculum and Implementation Materials [Balanced Literacy] Statewide Training and Materials (facilities) Travel Costs
Local MEP programs will implement the common Summer Curriculum.	1. MiMEP will facilitate the creation, revision and implementation of the common Summer Curriculum. 2. Teachers of migrant students will participate in Professional Development related to the implementation of the common	Teachers/ Administrators Survey Agendas, Handouts, Sign-ins and Evaluations for Professional Development	Summer 2013	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education	Release Time for Staff (substitute costs or stipends) Common Core State Standards Resources Common Summer Curriculum Resources Math MATTERS CIG

	Summer Curriculum.	Opportunities Parent Survey Onsite Review/ Monitoring Visit Observations		Consultant	Curriculum and Implementation Materials [Balanced Literacy] Statewide Training and Materials (facilities) Travel Costs

Reading Achievement Objective #2

Migrant English Learner (LEP) students will develop their English Language and meet the state Annual Measurable Achievement Objective 1 target (AMAO #1) each year.

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
Local Migrant Education Programs will use Sheltered Instruction strategies effectively to increase students' comprehension in the four domains (reading, writing, listening, and speaking) across the content areas.	1. Teachers of migrant students will participate in Professional Development in Sheltered Instruction focused on WIDA's ELD state standards. 2. Teachers will infuse language and content objectives in lesson planning and preparation. 3. Teachers of migrant students will collaborate to implement (or create) subject-specific lessons and activities utilizing Sheltered Instruction.	Teachers/ Administrators Survey Sample Units and Lessons with Language and Content Objectives Agendas, Handouts, Sign-ins and Evaluations for Professional Development Opportunities Parent Survey Checklist for Administrators; Walkthroughs Onsite Review/ Monitoring Visit Observations	Summer 2013	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Common Core State Standards Resources WIDA ELD Standards Resources Math MATTERS CIG Curriculum and Implementation Materials [Balanced Literacy] Statewide Training and Materials (facilities) Travel Costs
Local Migrant Education Programs will implement the statewide WIDA standards.	1. Local MEP staff will participate in state and Regional professional development related to the WIDA standards. 2. Local MEPs will implement the WIDA Performance Indicators	Teachers/ Administrators Survey Agendas, Handouts, Sign-ins and Evaluations for	Fall 2013	Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) WIDA ELD Standards Resources Statewide Training and

	and Can DO statements into lesson planning and delivery.	Professional Development Opportunities Parent Survey Onsite Review/ Monitoring Visit Observations		English Learner/ Title III Program	Materials (facilities) Travel Costs

Reading Achievement Objective #3

The percent of migrant students who demonstrate grade level proficiency on local MEP program reading assessments will increase by 5% annually.

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
All teachers will use academic language vocabulary lists (for language arts, math, science and social studies) *daily* to increase students' comprehension in the four core subject areas.	1 Teachers will collaborate to select common, subject specific, academic vocabulary lists that will be shared with all staff, parents and students. 2. Teachers of migrant students will participate in professional development focused on academic vocabulary and best instructional practices for vocabulary instruction.	Teachers/ Administrators Survey Vocabulary Lists/ Sample Units and Lessons Agendas, Handouts, Sign-ins and Evaluations for Professional Development Opportunities Onsite Review/ Monitoring Visit Observations	Summer 2014	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Common Core State Standards Vocabulary Resources WIDA ELD Standards Resources Statewide Training and Materials (facilities) Travel Costs
Local Migrant Education Programs will use Sheltered Instruction strategies effectively to increase students' comprehension in the four domains (reading, writing, listening, and speaking) across the content areas.	1. Teachers of migrant students will participate in Professional Development in Sheltered Instruction. 2. Teachers of migrant students will participate in professional development focused on comprehensible input, academic vocabulary, compare/contrast, higher order thinking skills/ questioning, and other best practices.	Teachers/ Administrators Survey Sample Units and Lessons Question Banks Math MATTERS CIG Curriculum Agendas, Handouts, Sign-ins and Evaluations for Professional	Summer 2013	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Common Core State Standards Resources WIDA ELD Standards Resources Funding for Content-Based Leveled Readers Math MATTERS CIG Curriculum and

	3. Teachers of migrant students will collaborate to adopt a set of Higher Order Thinking questions aligned to Bloom's Taxonomy. 4. Teachers of migrant students will implement (or create) subject-specific lessons and activities utilizing Sheltered Instruction. 5. Migrant administrators will purchase content-based leveled books at students' instructional and independent levels to increase reading comprehension skills.	Development Opportunities Parent Survey Checklist for Administrators; Walkthroughs Onsite Review/ Monitoring Visit Observations			Implementation Materials [Balanced Literacy] Statewide Training and Materials (facilities) Travel Costs
Local Migrant Education Programs will assess migrant students using local measures.	1. Local MEPs will use timely local assessment data for Migrant students enrolled in the program for 5 or more days. 2. Local MEPs will obtain access to current assessment results, defined as less than 3 months old, by collaborating with the sending district or by reassessing students upon enrollment. 3. Summer MEPs will implement common assessments in reading and math. 4. MiMEP will provide summer training on administering and utilizing the common summer assessments. 5. MiMEP office will provide a template for collecting and reporting data for summer and K-12 students.	Summative analysis of local data DRA2 and Delta Math Summer Common Assessment Results Data Collected from local MEPs Agendas, Sign-ins and Evaluations for Professional Development Opportunities Onsite Review/ Monitoring Visit Observations	Summer 2013	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Valid, Reliable Common Local Assessments Current listing of Migrant Programs and Contacts to Facilitate Communication Statewide Template for Data Collection and Reporting Statewide Training and Materials (facilities) Travel Costs

Reading Achievement Objective #4

By 2015, the percent of migrant parents who report having access to instructional resources to provide support to their children will increase from 27% to 50%.

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
All migrant parents will be given access to resources in order to provide instructional support to their children in reading.	1. Teachers will develop and/or access subject specific, bilingual materials and resources for parents to support academic growth for migrant students in reading. 2. Local MEP parent activities will include methods for learning how to access and utilize the academic support materials.	Teachers/ Administrators Survey Parent Survey Agendas, Handouts, Sign-ins and Evaluations from Parent Outreach Activities Numbers of booklets/ resources distributed to parents	Fall 2013	Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Common Core State Standards Resources WIDA ELD Standards Resources Costs to provide Local Parent Activities – Facilities, Training, Bilingual Materials, Child Care, Refreshments

Reading Achievement Objective #5

By 2015, local Migrant Education Programs will report a 50% increase in use of MSIX reports.

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
All local MEP programs will have the capacity to utilize MSIX reports regularly.	1. MiMEP office will host statewide onsite trainings and webinars for all potential MSIX users annually. 2. Local MEP programs will budget costs for participating in statewide MSIX trainings at least once per year. 3. Local MEP programs will participate in statewide MSIX webinars for targeted follow-up. 4. Local MEP programs will complete an evaluation related to MSIX use.	Teachers/Counselor/ Administrators Evaluation of MSIX Agendas, Sign-ins and Evaluations for Professional Development Opportunities MSIX/Reacts Strategic Plan Outcome Measures MSIX Reports	Spring 2013	Local Migrant Directors Migrant Education Consultant	Statewide Training and Materials (facilities) Release Time for Staff (substitute costs or stipends) Travel Costs
The Michigan MEP office will monitor the use of MSIX.	1. MiMEP will create an evaluation to be used annually to monitor MSIX use. 2. MiMEP will use the MSIX reports to monitor usage. 3. MiMEP office will evaluate all training sessions and use the feedback to improve future trainings.	Teachers/Counselor/ Administrators Evaluation of MSIX MSIX/Reacts Strategic Plan Outcome Measures MSIX Reports	Fall 2013	Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Statewide Training and Materials (facilities) Release Time for Staff (substitute costs or stipends) Travel Costs

Mathematics Achievement Objective #1

The achievement gap in mathematics for migrants and their non-migrant peers will narrow by at least 2% annually at each grade level on the MEAP/MME.

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
All teachers will use academic language vocabulary lists (for language arts, math, science and social studies) *daily* to increase students' comprehension in the four core subject areas.	1. Teachers will collaborate to select common, math specific, academic vocabulary lists that will be shared with all staff, parents and students. 2. Teachers of migrant students will participate in professional development focused on academic vocabulary and best instructional practices for vocabulary instruction.	Teachers/ Administrators Survey Vocabulary Lists/ Sample Units and Lessons Agendas, Handouts, Sign-ins and Evaluations for Professional Development Opportunities Onsite Review/ Monitoring Visit Observations	Summer 2014	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Common Core State Standards Vocabulary Resources WIDA ELD Standards Resources Statewide Training and Materials (facilities) Travel Costs
All teachers will teach the Common Core State Standards and use problem solving and critical thinking.	1. Summer Migrant Education Common Curriculum will be aligned to the Common Core State Standards. 2. Teachers of migrant students will participate in professional development focused on comprehensible input, scaffolding, math story problems, teaching mathematical skills, higher order	Curriculum Alignment Documents Teachers/ Administrators Survey Sample Units and Lessons Onsite Review/ Monitoring Visit Observations	Summer 2013	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Common Core State Standards Resources WIDA ELD Standards Resources Statewide Training and Materials (facilities) Travel Costs

	thinking skills/ questioning, etc.				
Local MEP programs will use Sheltered Instruction strategies effectively to increase students' comprehension in the four domains (reading, writing, listening, and speaking) across the content areas.	1. Teachers of migrant students will participate in Professional Development for Sheltered Instruction. 2. Teachers of migrant students will participate in professional development focused on comprehensible input, academic vocabulary, scaffolding, math story problems, teaching mathematical skills, higher order thinking skills/ questioning, and other best practices. 3. Teachers of migrant students will collaborate to adopt a set of Higher Order Thinking questions aligned to Bloom's Taxonomy. 4. Teachers of migrant students will implement (or create) math-specific lessons and activities utilizing Sheltered Instruction. 5. Migrant administrators will purchase content-based (including mathematics) leveled books at students' instructional and independent levels to increase reading comprehension skills.	Teachers/ Administrators Survey Sample Units and Lessons Question Banks Math MATTERS CIG Curriculum Agendas, Handouts, Sign-ins and Evaluations for Professional Development Opportunities Parent Survey Checklist for Administrators; Walkthroughs Onsite Review/ Monitoring Visit Observations	Summer 2013	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Common Core State Standards Resources WIDA ELD Standards Resources Funding for Content-Based Leveled Readers Math MATTERS CIG Curriculum and Implementation Materials Statewide Training and Materials (facilities) Travel Costs
Local MEP programs will implement the common Summer Curriculum.	1. MiMEP will facilitate the creation, revision and implementation of the common Summer Curriculum. 2. Teachers of migrant students will	Teachers/ Administrators Survey Agendas, Handouts, Sign-ins and	Summer 2013	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP	Release Time for Staff (substitute costs or stipends) Common Core State Standards Resources

	participate in Professional Development related to the implementation of the common Summer Curriculum.	Evaluations for Professional Development Opportunities Parent Survey Onsite Review/ Monitoring Visit Observations		Instructional Staff Migrant Education Consultant	Common Summer Curriculum Resources Math MATTERS CIG Curriculum and Implementation Materials Statewide Training and Materials (facilities) Travel Costs

Mathematics Achievement Objective #2

Migrant English Learner (LEP) students will develop their English Language and meet the state Annual Measurable Achievement Objective 1 target (AMAO #1) each year.

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
Local MEP staff will use Sheltered Instruction strategies effectively to increase students' comprehension in the four domains (reading, writing, listening, and speaking) across the content areas.	1. Teachers of migrant students will participate in Professional Development for Sheltered Instruction strategies. 2. Infuse language and content objectives in lesson planning and preparation. 3. Teachers of migrant students will implement (or create) math-specific lessons and activities utilizing Sheltered Instruction.	Teachers/ Administrators Survey Sample Units and Lessons with Language and Content Objectives Math MATTERS CIG Curriculum Agendas, Handouts, Sign-ins and Evaluations for Professional Development Opportunities Parent Survey Checklist for Administrators; Walkthroughs Onsite Review/ Monitoring Visit Observations	Summer 2013	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Common Core State Standards Resources WIDA ELD Standards Resources Math MATTERS Curriculum and Implementation Materials Statewide Training and Materials (facilities) Travel Costs
Local Migrant Education Programs will implement the statewide WIDA standards.	1. Local MEP staff will participate in state and Regional professional development related to the WIDA standards.	Teachers/ Administrators Survey Agendas, Handouts, Sign-ins and	Fall 2013	Local Migrant Directors & MEP Instructional Staff Migrant Education	Release Time for Staff (substitute costs or stipends) WIDA ELD Standards Resources

	2. Local MEPs will implement the WIDA Performance Indicators and Can DO statements into lesson planning and delivery for mathematics.	Evaluations for Professional Development Opportunities Parent Survey Onsite Review/ Monitoring Visit Observations		Consultant English Learner/ Title III Program	Statewide Training and Materials (facilities) Travel Costs

Mathematics Achievement Objective #3

The percent of migrant students who demonstrate grade level proficiency on local MEP program math assessments will increase by 5% annually.

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
All teachers will use academic language vocabulary lists (for language arts, math, science and social studies) *daily* to increase students' comprehension in the four core subject areas.	1. Teachers will collaborate to select common, math specific, academic vocabulary lists that will be shared with all staff, parents and students. 2. Teachers of migrant students will participate in professional development focused on academic vocabulary and best instructional practices for vocabulary instruction.	Teachers/ Administrators Survey Vocabulary Lists/ Sample Units and Lessons Agendas, Handouts, Sign-ins and Evaluations for Professional Development Opportunities Onsite Review/ Monitoring Visit Observations	Summer 2014	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Common Core State Standards Vocabulary Resources WIDA ELD Standards Resources Statewide Training and Materials (facilities) Travel Costs
All teachers will teach the Common Core State Standards and use problem solving and critical thinking.	1. Summer Migrant Education Common Curriculum will be aligned to the Common Core State Standards. 2. Teachers of migrant students will participate in professional development focused on comprehensible input, scaffolding, math story problems, teaching mathematical skills, higher order thinking skills/ questioning, etc.	Curriculum Alignment Documents Teachers/ Administrators Survey Sample Units and Lessons Onsite Review/ Monitoring Visit Observations	Summer 2013	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Common Core State Standards Resources WIDA ELD Standards Resources Statewide Training and Materials (facilities) Travel Costs

Local MEP programs will use Sheltered Instruction strategies effectively to increase students' comprehension in the four domains (reading, writing, listening, and speaking) across the content areas.	1. Teachers of migrant students will participate in Professional Development for Sheltered Instruction. 2. Teachers of migrant students will participate in professional development focused on comprehensible input, academic vocabulary, scaffolding, math story problems, teaching mathematical skills, higher order thinking skills/ questioning, and other best practices. 3. Teachers of migrant students will collaborate to adopt a set of Higher Order Thinking questions aligned to Bloom's Taxonomy. 4. Teachers of migrant students will implement (or create) math-specific lessons and activities utilizing Sheltered Instruction. 5. Migrant administrators will purchase content-based (including mathematics) leveled books at students' instructional and independent levels to increase reading comprehension skills.	Teachers/ Administrators Survey Sample Units and Lessons Question Banks Math MATTERS CIG Curriculum Agendas, Handouts, Sign-ins and Evaluations for Professional Development Opportunities Parent Survey Checklist for Administrators; Walkthroughs Onsite Review/ Monitoring Visit Observations	Summer 2013	Summer Curriculum & Assessment Workgroup Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Common Core State Standards Resources WIDA ELD Standards Resources Funding for Content-Based Leveled Readers Math MATTERS CIG Curriculum and Implementation Materials Statewide Training and Materials (facilities) Travel Costs

| Local Migrant Education Programs will assess migrant students using local measures. | 1. Local MEPs will use timely local assessment data for Migrant students enrolled in the program for 5 or more days.
2. Local MEPs will obtain access to current assessment results, defined as less than 3 months old, by collaborating with the sending district or by reassessing students upon enrollment.
3. Summer MEPs will implement common assessments in reading and math.
4. MiMEP will provide summer training on administering and utilizing the common summer assessments.
5. MiMEP office will provide a template for collecting and reporting data for summer and K-12 students. | Summative analysis of local data
DRA2 and Delta Math Summer Common Assessment Results
Data Collected from local MEPs
Agendas, Sign-ins and Evaluations for Professional Development Opportunities
Onsite Review/ Monitoring Visit Observations | Summer 2013 | Summer Curriculum & Assessment Workgroup
Local Migrant Directors & MEP Instructional Staff
Migrant Education Consultant | Release Time for Staff (substitute costs or stipends)
Valid, Reliable Common Local Assessments
Current listing of Migrant Programs and Contacts to Facilitate Communication
Statewide Template for Data Collection and Reporting
Statewide Training and Materials (facilities)
Travel Costs |

Mathematics Achievement Objective #4

By 2015, the percent of migrant parents who report having access to instructional resources to provide support to their children will increase from 27% to 50%.

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
All migrant parents will be given access to resources in order to provide instructional support to their children in math.	1. Teachers will develop and/or access subject specific, bilingual materials and resources for parents to support academic growth for migrant students in math. 2. Local MEP parent activities will include methods for learning how to access and utilize the academic support materials.	Teachers/ Administrators Survey Parent Survey Agendas, Handouts, Sign-ins and Evaluations from Parent Outreach Activities Numbers of booklets/ resources distributed to parents	Fall 2013	Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Release Time for Staff (substitute costs or stipends) Common Core State Standards Resources WIDA ELD Standards Resources Costs to provide Local Parent Activities – Facilities, Training, Bilingual Materials, Child Care, Refreshments

Mathematics Achievement Objective #5

By 2015, local Migrant Education Programs will report a 50% increase in use of MSIX reports.

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
All local MEP programs will have the capacity to utilize MSIX reports regularly.	1. MiMEP office will host statewide onsite trainings and webinars for all potential MSIX users annually. 2. Local MEP programs will budget costs for participating in statewide MSIX trainings at least once per year. 3. Local MEP programs will participate in statewide MSIX webinars for targeted follow-up. 4. Local MEP programs will complete an evaluation related to MSIX use.	Teachers/Counselor/ Administrators Evaluation of MSIX Agendas, Sign-ins and Evaluations for Professional Development Opportunities MSIX/Reacts Strategic Plan Outcome Measures MSIX Reports	Spring 2013	Local Migrant Directors Migrant Education Consultant	Statewide Training and Materials (facilities) Release Time for Staff (substitute costs or stipends) Travel Costs
The Michigan MEP office will monitor the use of MSIX.	1. MiMEP will create an evaluation to be used annually to monitor MSIX use. 2. MiMEP will use the MSIX reports to monitor usage. 2. MiMEP office will evaluate all training sessions and use the feedback to improve future trainings.	Teachers/Counselor/ Administrators Evaluation of MSIX MSIX/Reacts Strategic Plan Outcome Measures MSIX Reports	Fall 2013	Local Migrant Directors & MEP Instructional Staff Migrant Education Consultant	Statewide Training and Materials (facilities) Release Time for Staff (substitute costs or stipends) Travel Costs

School Readiness Objective #1

The percent of migrant children reported as participating in structured early childhood programs, via preschool status in MEDS and in Migrant Head Start, will increase by 2% annually.

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
Improve coordination between local MEPs and Early Childhood programs.	1. MiMEP and local MEPs will identify and compile funding sources for Early Childhood Education. 2. MiMEP and local MEPs will identify service gaps (no services or not enough) in Early Childhood Education programs. 3. MiMEP and partner organization will identify potential sources or programs to fill the gap. 4. MiMEP and local MEPs will work with providers to develop coordination plans.	Agendas, Minutes and Sign-Ins from Collaborative Meetings Provider Lists Coordination Plans	Fall 2013	Local Migrant Directors Migrant Education Consultant MiMEP Partners	MDE Office of Great Start Program Resources Local Migrant Resource Councils and State Interagency Migrant Services Committee Telamon Migrant Head Start
Coordinate recruitment and education that reaches all migrant families in Michigan.	1. MiMEP will compile a list of other agencies that are recruiting migrant children and/or families by program and location. 2. MiMEP will compile resources for migrant agencies by county. 3. MiMEP and local MEPs will	Agendas, Minutes and Sign-Ins from Collaborative Meetings Provider Lists Referral Networks and Resource Lists	Fall 2013	Local Migrant Directors Migrant Education Consultant MiMEP Partners	MDE Office of Great Start Program Resources Local Migrant Resource Councils and State Interagency Migrant Services Committee Telamon Migrant Head Start

	utilize state and local referral networks to educate all migrant service providers about Early Childhood Education opportunities.				Local Migrant Resource Lists for Families

School Readiness Objective #2

The percent of migrant parents reporting that their children, birth to five, receive prevention and intervention health services will increase by 2% annually.

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
All migrant families whose children participate in Early Childhood Education programs will receive referrals (as defined by Migrant Education) and gain access to prevention and intervention health services.	1. MiMEP will provide training to Migrant Education staff about potential referral opportunities. 2. MiMEP will create a migrant program definition comparison chart across agencies. 3. MiMEP and local MEPs will work with partner agencies to establish networks to increase migrant access to health services. 4. Local MEPs will increase prevention and intervention services that are provided Title I, Part C funds.	Agendas, Minutes and Sign-Ins from Collaborative Meetings Comparison Chart Referral Networks and Resource Lists Referral Rates for Birth to Age Four Students	Fall 2013	Local Migrant Directors Migrant Education Consultant MiMEP Partners	MDE Office of Great Start Program Resources Local Migrant Resource Councils and State Interagency Migrant Services Committee Telamon Migrant Head Start

Graduation Objective #1

The graduation rate of migrant high school students, including GED completion) will increase by at least 2% annually.

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
Provide professional development and resources to local MEPs regarding secondary and post-secondary education.	1. MiMEP will create Professional Development on Post-Secondary Programs and serving migrant youth. 2. MiMEP in conjunction with local partners will develop communication tools on secondary and post-secondary programs for parents and local MEPs. 3. Local MEPs will compile resources for agencies that serve migrant families by county. 4. Local MEPs will coordinate mentoring programs for migrant students. 5. MiMEP will develop mentoring program guidelines/ modules.	Teachers/ Administrators Survey Agendas, Sign-ins and Evaluations for Professional Development Opportunities Training, resources, websites Mentoring Guidance Documents	Spring 2014	Local Migrant Directors and MEP Staff ID&R Centers Migrant Education Consultant MiMEP Partners	Development of Communication Tools; Publishing Costs Staff Time to Investigate Community Resources and Compile Information Volunteers Resources for Mentors; Administration/ Coordination of Program Statewide Training and Materials (facilities) Release Time for Staff (substitute costs or stipends) Travel Costs

Increase parental outreach and engagement for parents of students in high school or GED programs.	1. Local MEPs will have a plan that includes a Parent Advisory Committee and specific activities related to secondary students. 2. MiMEP will facilitate the creation of resources for secondary MEP programs, by involving the State PAC and statewide committees.	Teachers/ Administrators Survey Parent Survey Agendas, Sign-ins and Evaluations for Parent Outreach and Advisory Committee (PAC) Opportunities Training, resources, websites	Spring 2014	Local Migrant Directors and MEP Staff Migrant Education Consultant MiMEP Partners	Costs associated with Parent Advisory Committee Meetings Costs associated with Parent Outreach Events Creation/Compilation of Resources (and Training) for Secondary MEP Programs Statewide Training and Materials (facilities) Release Time for Staff (substitute costs or stipends) Travel Costs

Graduation Objective #2

The number of identified and served migrant Out-of-School Youth needs to increase by at least 2% annually.

Service Delivery Broad Strategies	Service Delivery Detailed Activities	Implementation Data Measures	Timeline for Beginning Implementation	Responsible Parties	Needed Resources
Local MEPs and ID&R centers will network with local agencies and growers within each community to ensure identification of out-of-school youth.	1. MiMEP in collaboration with the ID&R Centers will develop a contact/resource list of all agencies/ resources in the area. 2. MiMEP will host quarterly presentations/discussions regarding migrant education programs and OSY definition. 3. MiMEP and/or partners will develop a website or page regarding OSY with contact information. 4. Local MEPs will provide referrals to HEP program in the state for OSY.	Resource Compilations Agendas, Sign-ins and Evaluations for Professional Development Opportunities OSY Resources Survey of OSY students/ providers Number of Referrals	Fall 2013	Local Migrant Directors and MEP Staff ID&R Centers Migrant Education Consultant MiMEP Partners	Staff Time to Investigate Community Resources and Compile Information Development of Communication Tools; Publishing Costs Website and Regular Updates Statewide Training and Materials (facilities) Release Time for Staff (substitute costs or stipends) Travel Costs
Improve skills of local MEP and ID&R recruiters	1. Local MEP and ID&R recruiters will receive training annually on the identification and recruitment of out-of-school youth. 2. MiMEP will add OSY discussions and training to the annual mandatory recruiter training. 3. Track specific efforts made by	Agendas, Sign-ins and Evaluations for Professional Development Opportunities Local MEPs Reporting on OSY	Fall 2013	Local Migrant Directors and MEP Staff ID&R Centers Migrant Education Consultant MiMEP Partners	Development of Identification Tools; Publishing Costs Opportunities for Collaboration and Planning Between Recruiters Statewide Training and Materials (facilities) Release Time for Staff (substitute costs or

	local programs for identifying OSY. 4. MiMEP will coordinate the development and sharing of statewide practices for identifying OSY.				stipends) Travel Costs

SDP: State Service Delivery Plan Data Measures and Evaluation

Performance objectives/outcomes will be evaluated according to identified measures. The effectiveness of the strategies and activities for each objective will be determined by evaluating the overall gains and improvements.

Exhibit #4 SDP Program Evaluation Measures

The achievement gap in *reading and writing* between migrants and their non-migrant peers will narrow by at least 2% annually at each grade level on the MEAP/MME.	• Statewide Assessments: MEAP/MME Grades 3-8, 11
The percent of migrant students who demonstrate grade level proficiency on local MEP program *reading assessments* will increase by 5% annually.	• Local Assessment Measures for Regular Year Programs Grades YK-12 • DRA2 for Summer Migrant Programs Grades K-8
The achievement gap in *mathematics* for migrants and their non-migrant peers will narrow by at least 2% annually at each grade level on the MEAP/MME.	• Statewide Assessments: MEAP/MME Grades 3-8, 11
The percent of migrant students who demonstrate grade level proficiency on local MEP program *math assessments* will increase by 5% annually.	• Local Assessment Measures for Regular Year Programs Grades YK-12 • Delta Math Screeners for Summer Migrant Programs Grades K-8
Migrant English Learner (LEP) students will develop their English Language and meet the state *Annual Measurable Achievement Objective 1* target (AMAO #1) each year *(for monitoring progress in English Language Proficiency)*.	• WIDA Language Proficiency Assessment (formerly ELPA) Grades K-12
By 2015, the percent of *migrant parents* who report *having access* to instructional resources to provide support to their	• MiMEP Parent Survey

children will increase from 27% to 50%.

By 2015, local Migrant Education Programs will report a 50% increase in use of MSIX reports.	• MiMEP Administrator/Teacher Survey • MSIX Reports
The percent of migrant children reported as participating in structured *early childhood programs*, via preschool status in MEDS and in Migrant Head Start, will increase by 2% annually.	• Migrant Education Data System Reporting • Migrant Head Start Data
The percent of migrant parents reporting that their *children, birth to five, receive prevention and intervention health services* will increase by 2% annually.	• MiMEP Parent Survey • Migrant Education Data System Referral Reporting
The *graduation rate* of migrant high school students, (including GED completion) will increase by at least 2% annually.	• Migrant Student Graduation Rates
The number of identified and served migrant Out of School Youth needs to increase by at least 2% annually.	• Migrant Education Data System Referral Reporting • MiMEP Out-of School Youth Survey

Priority for Services

Michigan MEP has prepared two documents to assist districts in determining if students are eligible for priority for services (PFS). The first is a PFS guidance document containing legal references and non-regulatory guidance from the federal Office of Migrant Education, frequently asked questions and item-by-item procedures for completing the Priority for Services: Eligibility Determination Worksheet. This worksheet is the second document that will assist the local MEP in determining which migrant students meet the Priority for Services criteria and should receive migrant services first. The information collected on the eligibility worksheet should be used to update the Michigan Educational Database System (MEDS) and kept on file, along with supporting documentation by the local MEP director.

Based on the data gathered for eligible migrant students, Michigan determined which migrant students receive priority for service (PFS). PFC: Section 1304(d) of the Elementary and Secondary Education Act establishes the requirement that a migrant student who has "priority for services" is a child

(1) whose education has been interrupted during the regular school year, **and**

(2) who is failing, or most at risk of failing, to meet the State's challenging State academic content and achievement standards.

Michigan MEP program identified 5,627 migrant children between the ages of 3 and 21 between September 1, 2010 and August 31, 2011. Exhibit #5 shows the number of qualifying migrant students identified during the 12-month period from September 1, 2010 to August 31, 2011. The table lists students' ages and categories. OS refers to Out-of-School Youth and UG refers to non-graded programs such alternative programs. Since Michigan's CNA examines the area of School Readiness, birth through age two counts have been included in the following charts when available. The Consolidated State Performance Report (CSPR) provides the student demographic information.

Exhibit #5 Grade Distribution of Migrant PFS Students, 2010-11

Age/Grade	Eligible Migrant Students with Priority for Services Status	
	Number	% of Total PFS Students *age/grade level distribution*
Ages 3 – 5	337	8.1%
K	451	10.9%
1	443	10.7%
2	375	9.0%
3	346	8.3%
4	322	7.8%
5	312	7.5%
6	270	6.5%
7	245	5.9%
8	252	6.1%
9	232	5.6%
10	206	5.0%
11	130	3.1%
12	77	1.9%
UG	139	3.3%
OS	16	0.4%
Total	4,153	

Parent Engagement

MiMEP is committed to engaging migrant parents at both the local and state level. At the state level, annual PAC meetings are held during the Special Populations Conference. The purpose of this meeting is to update migrant parents on the achievements of the past year, engage them in meaningful conversation regarding the plans for the upcoming year, listen to the needs that may not yet have been address and elect officers. It is both a business meeting and a celebration.

The Special Populations Conference offers a Parent Strand with many parent specific topics. Parents are welcome to attend any other sessions they may find of interest. Translation is available.

The Parent Advisory Council Officers serve on the CNA committee. Their insight was critical to assessing need and developing Michigan's Service Delivery Plan.

Local Parent Advisory Committees work with the local MEP directors to engage in conservations about secondary programming, regular and summer programs and any concerns that may come up at the local level. Local Programs utilize Michigan's Parent Engagement Toolkit which is translated and can found online at www.michigan.gov/mde .

Professional Development/Technical Assistance

MiMEP supports local MEPs and the ID&R Centers through a variety of professional development and technical assistance options.

The Migrant Education Director and Consultant publish a monthly MiMEP Memo (twice a month April –June). This memo contains technical assistance blurbs on a variety of topics including frequently asked questions. Topics range from best instructional practices to budgeting guidance to eligibility questions. There is a section for MiMEP partner news where other agencies and special initiatives can share information. Beginning in June 2013, there will be a celebrations section were local programs, MEP staff and students will share their successes.

In addition, MIMEP hosts annual recruiter and data entry training. In addition, MiMEP staff, and ID&R partners provide technical assistance support via email and phone as needed.

Informational Webinars are hosted each quarter on needed topics such as priority for service, MSIX and Summer Curriculum.

On June 17 and 18, 2013, MiMEP, in collaboration with the Summer Migrant Curriculum and Assessment Workgroup, will host the first statewide Summer Migrant Teacher Training.

The Migrant Education Director and Consultant are committed to listening to the local MEPs needs, to fulfilling the recommendations of the CNA committee and to ongoing migrant education program improvement.

Evaluation Plan

Michigan Department of Education created an Evaluation Tool (see below and appendix) that the MiMEP used to assist local programs in planning, implementing and evaluating strategies or programs. It guided the MiMEP and the CNA Committee throughout the process of developing the SDP. Since OME is planning to provide webinars on program evaluation, the MiMEP will use the OME evaluation process to evaluate the effectiveness of MI State Delivery Plan, determine if the performance objectives were met, and plan for future improvements.

The CNA committee will receive training on utilizing the OME program evaluation process and participate in the analysis of data, summarize findings and derive implications for program development and improvement.   The overarching question the team will explore annually is: *Impact- What was the strategy/program's impact on student achievement?* Each of the evaluation measures will be analyzed to determine if an objective was met, to what degree it was met, and the influence of the Service Delivery Plan in helping achieve the objective. Below are the sub-questions the MiMEP and CNA Committee will pose:

a) **What is the evidence and what does it show regarding achievement of the measureable objective for migrant students when compared to baseline state and local data?**
b) **What is the evidence and what does it show regarding achievement of the measureable objective for migrant students when compared to baseline state and local data?**
c) **What is the evidence and what does it show regarding stakeholder (staff, parents, students) satisfaction with the results?**

Conclusion: If objectives <u>were met</u>, should the strategy/program/initiative be continued or institutionalized?

a) What is the evidence and what does it say regarding whether this was the right program/strategy/initiative to meet your needs?

b) What is the evidence and what does it say regarding whether the benefits of the program/strategy/initiative are sufficient to justify the resources it requires?

c) What adjustments if any might increase its impact while maintaining its integrity?

d) What is needed to maintain momentum and sustain achievement gains?

e) How might these results inform the School Improvement Plan?

Based on the evaluation discussion and reporting, the State Service Delivery Plan will be revised and updated. The committee will convene each fall to discuss the available data including the

implementation measures identified in Exhibit #4 and derive implications for improvement. Every three years, the committee with engage in a formal evaluation process culminating in the updating of Comprehensive Needs Assessment and the establishment of new performance outcomes in an updated Service Delivery Plan.

Next Steps

MiMEP's next steps include the dissemination of the Service Delivery Plan and engaging all local MEPs and their partners in implementing the plan. MiMEP will provide training on how to integrate the CNA results and SDP into the Michigan's District/Program improvement planning process. In addition, MiMEP is working on several data quality and reporting improvements that will increase the reliability of the data and the ease in which it is reported.

MiMEP will begin planning for the 2013-14 committee discussions regarding the CNA and the SDP. Several suggestions were made to improve the parent, teacher and student surveys which will be updated for fall, 2013. Michigan's SDP is intended to be a living document used throughout the state by local MEPs, ID&R Centers and in collaboration with our valued partners.

Appendix A

Migrant Students' Needs Identified through the CNA

Migrant Students' Needs Identified through the CNA

The tables below describe the CNA needs by goal area and include the area of concern, the concern statement, the needs indicator, the data sources, and the needs statement. This information served to inform the SDP development.

Table 1: Goal Area: Reading Achievement
Goal: All migrant students will improve their academic achievement in reading and writing across the content areas.

Area of Concern	Concern Statement	Needs Indicator	Data Sources	Needs Statement
School Engagement/ Achievement	We are concerned that migrant students are below grade level in reading and writing.	Percent of migrant students who score at or above proficient in reading on the MEAP/MME. Number of migrant students reported by teachers to be below grade level in reading.	MEAP/MME/MiAccess Results Migrant Education Teacher Survey, question #12 Summer MEP Assessments in reading Local reading and writing assessments (used for local MEP CNAs)	The percent of migrant students who score at or above proficient in reading and writing on the MEAP/MME/MiAccess needs to increase annually.
Educational Continuity and Instructional Time	We are concerned that the achievement gap in reading between migrant students and their non-migrant peers (except students with disabilities) starts at third grade and continues to high school.			
Educational Support in the Home	We are concerned that migrant parents' have limited access to resources aligned to the rigorous Common Core State Standards and English Language Proficiency Standards that support their children's academic progress.	Percent of migrant parents and students who report siblings help with homework. Percent of migrant parents who report helping with homework. Comments indicated that parents were encouraging homework completion and compliance with school personnel.	Migrant Education Parent Survey, question #18 Migrant Education Student Survey, question #19	Migrant programs need to increase the resources available to migrant families to support the academic achievement of their children at home. The percent of Migrant parents who report providing academic instructional support to their children

Educational Support in the Home	We are concerned that migrant students rely on other siblings rather than teachers or parents.			needs to increase annually.
English Language Development	We are concerned that migrants do not understand their classes due to limited English proficiency.	Percent of migrant students surveyed who reported that they did not understand their classes. Number of teachers surveyed who reported that migrant students were below grade level in reading and writing. Number of teachers who reported limited comprehension within the top two challenges faced by migrant students.	MEAP/MME/MiAccess Results Migrant Education Teacher Survey, questions #10 and 12 Migrant Education Student Survey, question #17 English Language Proficiency Assessment (ELPA) results; WIDA Results beginning 2014	The percent of migrant students who score at or above proficient in reading and writing on the MEAP/MME/MiAccess needs to increase annually. The percent of migrant students who meet the AMAO # 1 target needs to increase annually.
English Language Development	We are concerned that migrant students' limited English proficiency negatively affects their performance on state assessments.			
Educational Continuity and Instructional Time	We are concerned that migrant student mobility negatively impacts their educational experiences and achievement.	Percent of migrant parents and students reporting multiple moves during the year. Number of qualifying moves reported in MEDS as new QAD/LQMs. Percent of migrant students surveyed who reported that they did not understand their classes	Migrant Education Parent Survey, question #1 Migrant Education Student Survey, questions #5 and 17 MEDS QAD data MSIX usage	Michigan Migrant Education Programs need to strengthen collaboration with other states to address the needs that arise as a result of migrant student moves.

Table 2: Goal Area: Math Achievement

Goal: All migrant students will improve their academic achievement in math.

Area of Concern	Concern Statement	Needs Indicator	Data Sources	Needs Statement
School Engagement/ Achievement	We are concerned that the percent of migrant students achieving at or above proficient on the MEAP/MME decreases at each grade level.	Percent of migrant students who score at or above proficient in math on the MEAP. Number of migrant students reported by teachers to be below grade level in math problem solving.	MEAP/MME/MiAccess Results Migrant Education Teacher Survey, question #12	The percent of migrant students who score at or above proficient in math on the MEAP/MME/ MiAccess needs to increase annually.
School Engagement/ Achievement	We are concerned that the achievement gap in math proficiency between migrant students and their non-migrant peers (except students with disabilities) starts at the middle school, especially at 8th grade, and continues to high school.	Reported academic gap at each consecutive grade level for the MEAP/MME.	MEAP/MME/MiAccess Results	
English Language Development	We are concerned that migrants do not understand their classes due to limited English proficiency.	Percent of migrant students surveyed who reported that they did not understand their classes. Number of teachers surveyed who reported that migrant students were below grade level in reading and	MEAP/MME/MiAccess Results Migrant Education Teacher Survey, questions #10 and 12 Migrant Education	The percent of migrant students who score at or above proficient in reading and writing on the MEAP/MME/ MiAccess needs to increase annually.

English Language Development	We are concerned that migrant students' limited English proficiency negatively affects their performance on state assessments.	writing. Number of teachers who reported limited comprehension within the top two challenges faced by migrant students.	Student Survey, question #17 English Language Proficiency Assessment (ELPA) results; WIDA Results beginning 2014	The percent of migrant students who meet the AMAO # 1 target needs to increase annually.
Educational Continuity and Instructional Time	We are concerned that migrant student mobility negatively impacts their educational experiences and achievement.	Percent of migrant parents and students reporting multiple moves during the year. Number of qualifying moves reported in MEDS as new QAD/LQMs.	Migrant Education Parent Survey, question #1 Migrant Education Student Survey, question #5 MEDS QAD data MSIX usage	Michigan Migrant Education Programs need to strengthen collaboration with other states to address the needs that arise as a result of migrant student moves.
Educational Support in the Home	We are concerned that migrant parents' have limited access to resources aligned to the rigorous Common Core State Standards and English Language Proficiency Standards that support their children's academic progress.	Percent of migrant parents and students who report siblings help with homework. Percent of migrant parents who report helping with homework. Comments indicated that parents were encouraging homework completion and compliance with school personnel.	Migrant Education Parent Survey, question #18 Migrant Education Student Survey, question #19	Migrant programs need to increase the resources available to migrant families to support the academic achievement of their children at home. The percent of Migrant parents who report providing academic instructional support to

Educational Support in the Home	We are concerned that migrant students rely on other siblings rather than teachers or parents.			their children needs to increase annually.

Table 3: Goal Area: School Readiness

Goal: All migrant children, birth to five, will have access to structured early childhood programs.

Area of Concern	Concern Statement	Needs Indicator	Data Sources	Needs Statement
Access to Services	We are concerned that migrant children birth to five, have limited access to structured early childhood programs.	Percent of migrant parents surveyed who reported that their child(ren) attended Migrant Head Start or another program. Number of funded Migrant Head Start open *slots* is less than the number of eligible migrant young children. Percent of migrant parents and students reporting at least one move per year.	Migrant Education Parent Survey, question #1 and 6 Migrant Education Student Survey, question #5 Telamon, Migrant Head Start MEDS PS status MEDS QAD data	The percent of migrant children, birth to five, attending structured early childhood programs needs to increase annually.
Educational Continuity and Instructional Time	We are concerned that migrant children, birth to five, experience interrupted opportunities for social-emotional and educational growth.			
Health and Access to Services	We are concerned that migrant parents lack resources to provide prevention and intervention health services to migrant children.	Number of migrant students receiving referred and/or support services.	Migrant Education Student Survey, question #20 MEDS service reports	The percent of migrant children, birth to twenty-one, receiving support and/or referred services needs to increase.

Table 4: Goal Area: High School Graduation

Goal: All migrant high school students will graduate or complete a GED.

Area of Concern	Concern Statement	Needs Indicator	Data Sources	Needs Statement
School Engagement/ Achievement	We are concerned that migrant high school students face challenges in earning course credits.	Number of migrant students reporting credit accrual in the top three challenges faced by migrant students. Graduation rates of migrant students in comparison to statewide graduation rates.	Migrant Education Student Survey, question #15 and 16 Graduation Rates of Migrant students in Michigan	Migrant high school students need flexible options to acquire credit toward graduation.
Instructional Time	We are concerned that migrant students have many responsibilities that take time away from school and homework.	Percent of migrant students who report having worked in the last six months. Percent of migrant students that report caring for siblings, supporting siblings with homework and translating for parents.	Migrant Education Student Survey, question #1, 4 and 6 Migrant Education Student Survey, question #5 Work force Agency MiWorks MEDS QAD data	Migrant high school students need flexibility in instructional delivery methods and support.
Educational Continuity and Instructional Time	We are concerned that migrant student mobility negatively impacts their educational experiences and achievement.	Percent of migrant parents and students reporting multiple moves during the year. Number of qualifying moves reported in MEDS as new QAD/LQMs.		
Access to Services	We are concerned that migrant parents do not use or have access to work or college information.	Percent of migrant parents and students that reported that they did not have support services related to work or college information from the schools. Graduation rates of migrant students in comparison to statewide	Migrant Education Parent Survey, question #4, 5 and 19 Migrant Education Student Survey, question #20 Graduation Rates of	Migrant students and parents need to have access to work and college information in their preferred language.

		graduation rates.	Migrant students in Michigan	
Educational Continuity	We are concerned that migrant students report that they are unsure or unclear that they will graduate high school or college.	Percent of students unsure of whether they will graduate or not from high school or college. Graduation rates of migrant students in comparison to statewide graduation rates.	Migrant Education Student Survey, question #7, 8 and 9 Graduation Rates of Migrant students in Michigan	Migrant students with plans to graduate from high school or college needs to increase to at least 75%. Migrant students reporting college interest needs to increase to at least 50%.
Health and Access to Services	We are concerned that students are not knowledgeable about social health issues and are not receiving needed health screenings.	Number of migrant students receiving referred and/or support services.	Migrant Education Student Survey, question #20 MEDS service reports	The percent of migrant children, birth to twenty-one, receiving support and/or referred services needs to increase.
School Engagement and Instructional Time	We are concerned that many migrant youth are under-identified and under-served. (Out of School Youth)	Number of migrant students identified as OSY – Out of School Youth.	MEDS OSY reports	The number of OSY students identified and served needs to increase.

Appendix B

Priority for Services(PFS) Guidance and Worksheets

Statewide Guidance determining Priority for Services Status for Migrant Students

1. Laws and Non-Regulatory Guidance

2. Common Procedures and Documentation

3. Frequently Asked Questions

4. Implications

5. Abbreviations

_____

Introduction:

This guidance document is provided to local Michigan Migrant Education Programs to assist them in accurate identification of qualifying *Priority for Services* students.   In this document you will find the legal precedent regarding Priority for Services, the Non-Regulatory Guidance issued by the United States Office of Migrant Education, and excerpts from the OME's Frequently Asked Questions documents updated in fiscal year 2012.

The common procedures and documentation that have been adopted by Michigan are found in section two beginning on page five. This section provides step by step guidance for completing each section of the Eligibility Determination Worksheet. The PFS determination must be coded in the Migrant Education Data System (MEDS) and supporting documentation kept on file in the district.

The Frequently Asked Questions section will be updated as questions arise from the field. This document will be maintained on the MMEP website.

The last two sections contain implications for the implementation of these required *Priority for Services* changes and abbreviations used throughout this document and the Eligibility Determination Worksheet.

1. Law and Non-Regulatory Guidance:

ESEA/NCLB

> Title I, Part C Section 1304 (d) PRIORITY FOR SERVICES – In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.

Chapter V: Provision of Services

[Note: Before the agency provides services under these provisions, it should consider whether the child's unmet special educational needs are addressed by the general school program and whether migrant children who have a priority for services have already been served.]

B1. Who has priority for services in the MEP?

> Section 1304(d) of the statute gives priority for services to migrant children: (1) who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, *and* (2) whose education has been interrupted during the regular school year.

B2. How does the SEA determine which children meet the "priority for services" criteria?

> SEAs must establish and implement appropriate procedures to identify and target services to migrant children who meet the priority for services requirement. This requirement applies to all migrant children who are at an age that they are required to attend school in the State. In order to determine who meets this criterion, SEAs should first determine which children are failing or most at risk of failing to meet the State's academic content standards and student achievement standards. Among those children who are failing or at most risk of failing, the SEA must identify and give priority for services to children whose education has been interrupted during the regular school year.

B3. How does the SEA determine which children are failing or most at risk of failing the State's academic content standards and student academic achievement standards?

> The SEA should examine students' academic performance within the past 12 months on the State assessment. The State assessment is a valuable source of information regarding which children are failing or at risk of failing to meet the State's standards (e.g., students not scoring at the proficient level). If the SEA does not have State assessment data on a particular migrant child (e.g., the child was not present in the district when the State assessment was administered, the State's assessment system is not yet in place for a particular grade, the child attends school but is too young to be included in the State assessment system), the SEA may use other relevant information, like local academic assessment data or the degree to which the child is subject to multiple risk factors (e.g., being retained in grade/overage for grade, eligible for free/reduced price lunch, limited English proficient) to determine if the child is at risk of failing to meet the State's standards.

B4. What is "educational interruption" during the regular school year?

> "Educational interruption" means that a student, in the preceding 12 months, changed schools or missed a "significant" amount of school time (e.g., ten days or more) during the regular school year (usually defined as September through June) due to the child's or family's migrant lifestyle. For example, a student who makes a "qualifying move" (see question C1 in Chapter II – "Child Eligibility") during the school year usually enrolls in a new school and, in doing so, may miss a significant amount of school time and thus experience an educational interruption. [Note: Recruiters may collect information on educational interruption during the initial interview and when they perform annual updates of the COE.]

B5. Does the educational interruption have to be caused by a move to seek qualifying work?

> No. While the educational interruption must clearly be related to the migrant lifestyle, it does not need to stem from moves in which a migrant worker seeks qualifying work. For example, the interruption may be

caused by an illness, such as an exposure to a pesticide that causes the student to miss a significant amount of school. The move may be a trip back to the home base from qualifying employment to enable the child to return to school, to enable the family to take care of pressing family matters, or to enable the family to get ready for the next migrant move. On the other hand, a move home for a vacation would not constitute an educational interruption due to the migrant lifestyle. It is the SEA's responsibility to clearly define the types of situations that constitute educational interruption as a result of the migrant lifestyle and to communicate these to local operating agencies so that staff apply them consistently on a statewide basis.

B6. Should an SEA or local operating agency use *only* the existence of a qualifying move during the school year to determine which migrant students have priority for services?

> No. Although a qualifying move is a proxy measure of educational interruption and student mobility is considered an academic risk factor, an SEA or local operating agency should not rely on one data source to determine whether a student meets both criteria of the priority for services definition. Congress defined "priority for services" as a two pronged test and SEAs and local operating agencies should use multiple data sources to best determine who meets this definition. If an SEA or local operating agency uses a qualifying move to identify which students experienced educational interruption, it should use data sources such as those outlined in Question B3 of this chapter to determine which students are failing or at risk of failing to meet the State's standards. Such use of multiple indicators will greatly improve the reliability of priority for service determinations.

B7. May the MEP serve children who do not meet the "priority for services" criteria?

> Yes. SEAs and local operating agencies may serve children who do not meet the "priority for services" criteria so long as they serve children who meet the criteria first. For example, a MEP project that operates only in the summer may serve migrant children who reside in the area during the summer but whose schooling is not interrupted during the regular school year, if it first serves migrant students who meet the "priority for services" criteria.

MEP Questions & Answers, v.2 Office of Migrant Education (FY 2012)

Q. Can a child who is being served by the Migrant Education Program (MEP) under the Continuation of Services (COS) provision of the statute, also qualify for Priority for Services (PFS)?

> A. OME interprets the statutory definitions of PFS and COS to be incompatible. The definition of PFS indicates its application to migratory children, while the COS provision applies when a child ceases to be migratory/is no longer a migratory child. Under these definitions, it is impossible for a child to be simultaneously a "migratory child" and "no longer a migratory child" [see Sections 1304(d) and (e) of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001].

Q. Can a State consider children age 3-5 (not Kindergarten) and/or Out-of-School Youth for Priority for Services (PFS), even though these children are not enrolled in school?

> A. The most recent guidance on PFS is found in Chapter V, Section B of the Migrant Education Program (MEP) Non-Regulatory Guidance (NRG). To be identified as PFS, a child must have had his/her education interrupted during the regular school year, and he/she must be failing or at risk of failing state academic

achievement and content standards (for the complete definition, see Section 1304(d) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Let Behind Act of 2001 (NCLB)].

Although the NRG focuses on children enrolled in school, OME believes that States may identify OSY and preschool age children (age 3-5) as PFS if the State's Comprehensive Needs Assessment concludes that preschool children and OSY have some of the greatest needs statewide. A State might determine that OSY experience an interruption of education and are unlikely to meet State standards because they do not attend school and have not graduated from high school. A preschool child might meet the criteria if they are removed from a structured preschool program because of the migrant lifestyle, and while participating in the program, were failing or at risk of failing the program's milestones.

The State should develop a process for determining under which circumstances an OSY or preschool child qualifies for PFS. For example, the State might feel that it is appropriate to only include OSY who have moved within past year or OSY who are interested in earning a GED. The State should clearly outline these conditions in its PFS determination process. In addition, the State should ensure that local MEPs implement this process consistently.

2. Common Procedures and Documentation:

In compliance with ESEA Title I, Part C Section 1304(d), state and local MEP programs must have consistent criteria used to determine Priority for Services status of migrant students. Students may qualify for Priority for Services if both of the following criteria are met:

A migrant student who has "priority for services" is a child

    (1) whose education has been interrupted during the regular school year, **and**

    (2) who is failing, or most at risk of failing, to meet the State's challenging State academic content and achievement standards.

For the first criteria, migrant students must meet at least one of the following:
1. QAD after 9/1/2011(or the start of the regular school year)

2. Moved from one district to another due to migrant lifestyle

3. Absent for at least 5 days due to the migrant lifestyle
4. Officially withdrawn from school for at least five days and then re-enrolled due to the migrant lifestyle

For the second criterion, migrant students must meet at least one of the following:
5. Scored partially proficient or basic on the Michigan MEAP Reading Assessment
6. Scored partially proficient or basic on the Michigan MEAP Mathematics Assessment
7. Scored partially proficient or basic on Michigan MEAP Writing Assessment
8. Scored partially proficient or basic on Michigan MEAP Science Assessment
9. Scored partially proficient or basic on Michigan MEAP Social Studies Assessment
10. Scored below proficient on State Assessments received from other states
11. Scored below the 50th percentile on norm-referenced test (reading and/or math)
12. Scored below grade level on locally administered assessment in reading or math (DRA2, Delta Math or other)
13. Is classified as Limited English Proficient and has not meet the requirements from the Michigan's Entrance and Exit Protocol to be exited from EL services
14. Qualifies for Special Education Services
15. Is behind in accruing credits toward graduation requirements
16. Has grades indicating below average performance in math and/or language arts at the elementary level
17. Has grades indicating below average performance in math, language arts, science, or social studies at the middle or high school levels
18. Repeated a grade level or course
19. Pursuing a GED course of study (OSY only)
20. Enrolled in a structured, early childhood program for at-risk children (PS only)

Directions and examples for completing the Eligibility Worksheet:

Section 1: Student Information

a. **Student's name**: Include first, middle and last names.

b. **COE number or birthdate**: Include an identifying characteristic for verification and easy look up during MEDS entry.

c. **Current QAD**: Include the most recent QAD for the migrant student.

d. **Priority for Services**: After completing the eligibility determination worksheet, mark yes or no indicating whether or not the migrant student qualified for the PFS status. If yes, enter PFS in MEDS. If no, enter NPFS in MEDS.

e. **Receiving local MEP funded services**: Note if the student (PFS and NPFS) is receiving MEP funded services. **Title I Part C Only** This section is for those services paid for with migrant funds only. The available options are:

   i. Any Instructional Services: This would be any instruction given to migrant students by either a teacher or a para-professional whose salaries are paid with migrant funds.
   ii. Math Instructional Services or Reading Instructional Services: This would be any reading or math instruction given to migrant students by a migrant-funded teacher only. Although a paraprofessional may be in the classroom to assist, all instruction is done by the teacher.
   iii. Credit accrual: This is selected for those high school students who are taking part in a migrant-funded program working toward accruing credits for graduation.
   iv. Counsel: This is for students who are receiving counseling from staff whose salary is fully or partially paid through migrant funds.
   v. Support Services: These are services provided to migrant students funded through the migrant program. *Example*: Setting up a time and date for a dental van to come to the school and give dental check-ups to migrant students.
   vi. Referral Services: This is when a migrant program refers a student or family to a service outside the school setting. *Example*: a migrant program refers a student to an orthodontist. NOTE: The referral is not considered complete until the student has kept the first appointment.

f. **Today's date**: Date the worksheet was completed.

g. **School**: Name of school where student is enrolled.

h. **District**: Name of district or local MEP program attended.

i. **School Year**: School year or summer program year in which the worksheet is completed and applied. *Example: 2012-13 or Summer 2013.*

j. **Current Grade Enrolled**: Current grade of the student, PS, K-12 or OSY.

Section 2: Criteria

k. **Table A**. **Qualifying Interruptions**: Check and note the date of the most recent interruption.

1. **QAD** – Check if the QAD occurred within the last 12 months. Note QAD.

2. **Moved from one district to another district** – Check if the student had a non-qualifying move from one district to another due to the migratory lifestyle.

   Example: An eligible migrant student is living with parents in district A. Parents move to another county to pick onions. The child cannot stay with the parents in this temporary location and moves to district B to live with her grandparents. This may qualify as an educational interruption. Note the date of the new enrollment.

3. **Absent for at least 5 days** – Check if the student has missed school for 5 or more days due to the migratory lifestyle.

   Example: An eligible migrant student has been exposed to pesticides and is under doctor's care. The child is unable to attend school for 7 days while recovering. This may qualify as an educational interruption. Note the date of illness.

4. **Officially withdrawn from school for at least 5 days** – Check if the student was withdrawn for at least 5 days and then re-enrolled due to the migratory lifestyle.

   Example: An eligible migrant student's family intended to return to their home base in Texas. They withdrew their child from school in preparation for the move. Their car broke down and after two weeks, they were still unable to make the trip. The family decided to stay for the rest of the school year and seek other qualifying work. They re-enrolled the student after two weeks.

l. **Table B. Risk Factors for Failing to Meet State Standards Criteria:** Check all that apply. At least one item must be checked to be eligible for Priority for Services.

5. Scored partially proficient or basic on the Michigan MEAP/MME Reading Assessment (indicate last MEAP/MME score and year taken; *example: 2012 Partially Proficient*)

6. Scored partially proficient or basic on the Michigan MEAP/MME Mathematics Assessment (indicate last MEAP/MME score and year taken; *example: 2012 Partially Proficient*)

7. Scored partially proficient or basic on Michigan MEAP/MME Writing Assessment (indicate last MEAP/MME score and year taken; *example: 2012 Partially Proficient*)

8. Scored partially proficient or basic on Michigan MEAP/MME Science Assessment (indicate last MEAP/MME score and year taken; *example: 2012 Partially Proficient*)

9. Scored partially proficient or basic on Michigan MEAP/MME Social Studies Assessment (indicate last MEAP/MME score and year taken; *example: 2012 Partially Proficient*)

10. Scored below proficient on State Assessments received from other states (indicate year taken, assessment taken, content area tested, and score or level; *example: TAKS, Spring 2011, Reading, Basic*)

11. Scored below the 50th percentile on norm-referenced test (reading and/or math) (indicate year taken, assessment name, content area tested, and score or level; *example: NWEA Map, Spring 2011, Reading, 21st percentile*)

12. Scored below grade level on locally administered assessment in reading or math (DRA2, Delta Math or other) (indicate year taken, assessment name, content area tested, and score or level; *example: DRA2, September 2012 Benchmark, Reading, below grade level/level 5*)

13. Is classified as Limited English Proficient and has not meet the requirements from the Michigan's Entrance and Exit Protocol to be exited from EL services (indicate LEP status, ELPA assessment year taken and score; *example: LEP; Spring 2012, Low Intermediate*)

14. Qualifies for Special Education Services (indicate the date of the IEP and the content area(s) the student qualifies in; *example: 9/12/12, Reading Comprehension, Math Problem Solving)*

15. Is behind in accruing credits toward graduation requirements (indicate the degree to which the student is behind in credits; *example: behind 2 English credits and 2 Math credit as of Fall 2012*)

16. Has grades indicating below average performance in math and/or language arts at the elementary level (indicate the content area and the last grade achieved; *example: June 2012 Reading 3-Progressing below expectations; or January 2013 Math D-)*

17. Has grades indicating below average performance in math, language arts, science, or social studies at the middle or high school levels (indicate the content area and the grade achieved; *example: November 2012, 1st trimester, English Language Arts Spring 2012 D-)*

18. Repeated a grade level or course (indicate what grade or course was repeated and the year; *example: repeated 2nd grade in 2012-13*)

19. Pursuing a GED course of study; this would apply only to Out of School Youth (OSY). Student must be enrolled or attending a GED program and actively pursuing the GED. Note the program the student is attending and a general statement of when the student enrolled. *Example: MiWorks GED program, Fall 2012 or MSU HEP program, entered September 2012.*

20. Enrolled in a structured, early childhood program for at-risk children; this applies to Preschool (PS) only. Only school based, state or federally funded programs that require students to meet at risk criteria for eligibility may be included. Telamon Migrant programs are not school based and so do not meet the criteria. *Example: GSRP, Fall 2012.*

3. Frequently Asked Questions:

1. Kindergarten: A migrant student is enrolling in Kindergarten during the fall with a QAD from the spring of the same year (i.e. Less than 12 months). The migrant student was previously coded as NPFS since she did not attend a school-based preschool for qualifying at-risk students. The migrant student qualified and attended the MEP Summer Program. She met the eligibility protocol for English Learners and was classified as LEP. She was administered the DRA2 and scored below grade level.   She met the following criteria from Table A and B:

    > Table A: #1: QAD less than 12 months

    > Table B: #12: LEP; #13: below grade level on locally administered assessments

    Student would qualify as PFS in the SC/Summer Enrollment and in the RM/Fall Enrollment for this school year.

2. Summer and Following Year Enrollments: If the QAD occurred in the past 12 months, a migrant student meeting the criteria for Table B, may continue to be PFS during the summer enrollment following the school year in which QAD occurred and may continue to be PFS during the fall enrollment of the following school year. The migrant student would not qualify as PFS for the summer enrollment following the full year of PFS status as the QAD would have occurred more than 12 months prior.

    > *Example:* Migrant student enrolls with a QAD of 04/01/2014. The student is below grade level on district administered assessments and is an English Learner, thus meeting two of the possible criteria in Table B. The assessment information and LEP status are documented on the PFS worksheet. If the migrant student continues to meet the criteria for Table B, the student is potentially eligible for PFS during the Spring 2014 RM enrollment, Summer 2014 SC enrollment and Fall 2014 RM enrollment. The migrant student would **not** be eligible for PFS during Summer 2015 SC enrollment if a qualifying move had not occurred.

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(to be developed as questions arise)

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4. Implications:

Regarding Services:

When planning to provide services to eligible and participating migrant students K-12, local MEPs must first determine how they will focus on the unmet needs of migrant students who have a "priority for services" before serving other migrant students.

The Title I, Part C plan is embedded into the District Improvement Plan (DIP). When writing Goals, Objectives, Strategies and Activities in the DIP, local MEP directors and coordinators must identify how Title I, Part C funds will be prioritized to support migrant students in the following order: those who have a "priority for services", other qualifying migrant students, and finally, former migrant services receiving continuation of services.

Regarding Allocations:

As required by ESEA Title I, Part C, migrant students who have a "priority for services" are funded with a state-determined multiplier in addition to the base allocation received for all K-12 migrant students. These counts are determined from the number of unduplicated eligible migrant students reported in MEDS.

If a local MEP program were to have a shift in the number of migrant students who have a "priority for services", the Title I, Part C allocation would be impacted accordingly.

5. Abbreviations:

COE	Certificate of Eligibility
COS	Continuation of Services
DIP	District Improvement Plan
EL	English Learner
ESEA/NCLB	Elementary and Secondary Education Act/No Child Left Behind
GED	General Equivalency or Educational Diploma
GSRP	Great Start Readiness Program
LEA	Local Education Agency
LQM	Last Qualifying Move (used in federal reporting)
MEAP/MME	Michigan Education Assessment Profile/Michigan Merit Exam
MEP	Michigan Education Program
NPFS	Not Priority for Services
NRG	Non-Regulatory Guidance
OSY	Out of School Youth
PFS	Priority for Services
PS	Preschool
QAD	Qualifying Activity Date (used in federal policy documentation)
RM	Regular Year Migrant Program Participation Code
SC	Summer Migrant Program Participation Code
SEA	State Education Agency

Michigan Migrant Education Program (MiMEP)
Office of Field Services, Special Populations Unit
Priority for Services: Eligibility Determination Worksheet **2012-2013**

The Priority for Services (PFS): Eligibility Determination Worksheet will assist the local MEP in determining which migrant students meet the Priority for Services criteria and should receive migrant services first. This information should be used to update the Michigan Educational Database System (MEDS) and kept on file, along with supporting documentation, in a central location designated by the local MEP director. Achievement data used in making the PFS determination should be less than one year old.

Student's Name _____   Today's Date _____

COE number or birthdate _____   School _____

Current QAD _____   District or MEP _____

Current Grade Enrolled_____   School Year _____

Priority for Services student   ___ yes   ___ no

Receiving local MEP funded services   ___ yes   ___ no

If yes, please note the type of MEP service received: *Check all that apply*

___ Any Instructional Services   ___ Math Instructional Services   ___ Reading Instructional Services
___ Credit Accrual Services   ___ Counseling Services
___ Support Services: _____   ___ Referred Services: _____

Additional Information: *Check all that apply*
___ Bi-National Enrollment   ___ Non-Migrant, District Counseling Services
___ Formerly Migrant (FM) receiving continuation of services (COS)
___ FLEP (exit date, assessment and score: _____)
___ Title I, Part A   ___ Section 31a   ___ Title III   ___ Title III, Immigrant   ___ Title I, Part D   __ Homeless

To qualify as Priority for Services, a migrant student must have experienced one of the possible educational interruptions in Table A, and met one of the risk factors listed in Table B.

Table A. Qualifying Interruptions

	Check the most recent cause	Qualifying Interruptions	Date Interruption Occurred
One item must be checked to qualify.		1. QAD after 9/1/2011(or the start of the regular school year)	
		2. Moved from one district to another due to migrant lifestyle Describe event: _____	
		3. Absent for at least 5 days due to the migrant lifestyle Describe event: _____	
		4. Officially withdrawn from school for at least five days and then re-enrolled due to the migrant lifestyle Describe event: _____	

Today's Date _____

Table B. Risk Factors for failing to meet State Standards Criteria

Check all that apply	Risk Factors	Description and/or Scores
One item must be checked to qualify.	5. Scored partially proficient or basic on the Michigan MEAP/MME Reading Assessment	
	6. Scored partially proficient or basic on the Michigan MEAP/MME Mathematics Assessment	
	7. Scored partially proficient or basic on Michigan MEAP/MME Writing Assessment	
	8. Scored partially proficient or basic on Michigan MEAP/MME Science Assessment	
	9. Scored partially proficient or basic on Michigan MEAP/MME Social Studies Assessment	
	10. Scored below proficient on State Assessments received from other states	
	11. Scored below the 50th percentile on norm-referenced test (reading and/or math)	
	12. Scored below grade level on locally administered assessment in reading or math (DRA2, Delta Math or other)	
	13. Is classified as Limited English Proficient and has not met the requirements from the Michigan's Entrance and Exit Protocol to be exited from EL services	
	14. Qualifies for Special Education Services	
	15. Is behind in accruing credits toward graduation requirements	
	16. Has grades indicating below average performance in math and/or language arts at the elementary level	
	17. Has grades indicating below average performance in math, language arts, sciences, or social studies at the middle or high school levels	
	18. Repeated a grade level or course	
	19. Pursuing a GED course of study (OSY only). Note program and enrollment period.	
	20. Enrolled in a structured, early childhood program for at-risk children (PS only). Note program and enrollment period.	

Student's Name_____

Appendix C

Program Evaluation Tool

Michigan Department of Education
EVALUATION TOOL
Prepared by [Insert team members]

Description
Title:
Brief description:
Need being addressed:
Reason for selection, including intended results:
Research citation and brief summary:

Impact: What was the program/strategy/initiative's impact on students?

IN AN IDEAL PROGRAM/STRATEGY/INITIATIVE, the school's achievement results on state or district wide assessments meet proficiency standards. Achievement gaps between each of the relevant subgroups and their counterparts have been narrowed as proposed in the School Improvement Plan's measurable objectives. Interim assessment results indicate progress toward proficiency for all students to the satisfaction of all stakeholders.

d) **What is the evidence and what does it show regarding achievement of the measureable objective for all students when compared to baseline state and local data?**
e) **What is the evidence and what does it show regarding achievement of the measureable objective for subgroups and their counterparts when compared to baseline state and local data?**
f) **What is the evidence and what does it show regarding stakeholder (staff, parents, students) satisfaction with the results?**

Conclusion: If objectives were met, should the strategy/program/initiative be continued or institutionalized?
   f)   What is the evidence and what does it say regarding whether this was the right program/strategy/initiative to meet your needs?
   g)   What is the evidence and what does it say regarding whether the benefits of the program/strategy/initiative are sufficient to justify the resources it requires?
   h)   What adjustments if any might increase its impact while maintaining its integrity?
   i)   What is needed to maintain momentum and sustain achievement gains?
      j)   How might these results inform the School Improvement Plan?

If objectives **were not met**, consider the following analysis:

September 24, 2012

1. **Readiness**: **What was the readiness for implementing the program/strategy/initiative?**

 IN AN IDEAL PROGRAM/STRATEGY/INITIATVE, stakeholders are well-prepared to implement the program. They have read and can articulate the research foundation, and regularly use the terms in conversation with each other, students, and with parents. Staff, students and parents express a high level of interest in, support for and commitment to the program. Specific concerns have been identified and solutions have been planned/ implemented. Staff is able to seamlessly integrate the program within the context of other building/district initiatives.

a) **What is the evidence and what does it show regarding stakeholder understanding of the need as well as stakeholder ability to articulate the research regarding the choice of the program/strategy/initiative?**
b) **What is the evidence and what does it show regarding stakeholders having a shared vision and purpose for the work and a strong commitment to the program/strategy/initiative?**
c) **What is the evidence and what does it show regarding how stakeholder concerns were identified and addressed?**
d) **What is the evidence and what does it show regarding the ability of staff and administrators to integrate the program/strategy/initiative with existing work?**

Suggested Evidence for Question 1:
- Meeting agendas/minutes
- Books/papers about the program
- Staff surveys
- SI Plan elements
- Professional development materials
- Conference/workshop attendance
- Data collection plan; data analysis work
- Stakeholder survey results
- Suggestion box ideas collected
- SI team agendas
- Focus group interviews

Given the evidence you've assembled, choose one overall self-assessment for Question 1:

What was the readiness for implementing the program/strategy/initiative?			
Interest and/or commitment were low.	Some promising elements exist, but were mixed with major gaps in knowledge or confidence.	Support and commitment were generally high, but some concern or work remains.	Stakeholders were fully prepared to implement.
NEXT STEPS: **What action steps are needed to increase readiness?**			

September 24, 2012

2. **Knowledge and Skills**: **Did staff and administrators have the knowledge and skills to implement the program/strategy/initiative?**

    IN AN IDEAL PROGRAM/STRATEGY/INITIATIVE, personnel are able to clearly articulate what successful implementation looks and sounds like and how specific practices will change as a result of its implementation. Staff and administrators can articulate specific outcomes and specific criteria for evaluation. Personnel can demonstrate their ability to apply the knowledge and skills required to successfully implement with fidelity, and professional learning opportunities are provided to address gaps in knowledge and skills.

a) **What is the evidence and what does it show regarding staff and administrators' vision for how practice would change as a result of the program/strategy/initiative?**
b) **What is the evidence and what does it show regarding administrator knowledge and ability to monitor and assess the effectiveness of the program/strategy/initiative?**
c) **What is the evidence and what does it show regarding the sufficiency of opportunities for staff to learn knowledge and skills identified as essential (the non-negotiable or acceptable variations of the elements) to the program/strategy/initiative?**
d) **What is the evidence and what does it show regarding staff ability to apply the acquired knowledge and skills?**

Suggested Evidence for Question 2:
- Minutes of professional conversations
- Self-assessment checklists,
- Staff surveys,
- Superintendent or administrator observations/ walkthroughs
- Professional learning agendas, sign-in sheets
- program simulations, administrator observations

Given the evidence you've assembled, choose one overall self-assessment for Question 2:

Did participants have the knowledge and skills to implement the program/strategy/initiative?			
Participants were beginning to acquire the necessary knowledge and skills.	A solid start was documented, but many skill levels and much knowledge need to be acquired.	Much knowledge and skill were evident, but few skills (or some knowledge bases) still need work.	Participants had sufficient knowledge and skills to succeed.
NEXT STEPS: What action steps are needed to improve participants' knowledge and skills?			

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3. **Opportunity: Was there opportunity for high quality implementation of the program/strategy/initiative?**

IN AN IDEAL PROGRAM/STRATEGY/INITIATVE, building and district administrators provide significant support for project implementation. Sufficient funds have been allocated and continue to be managed by building principal and or program director. Adequate resources are available for full implementation including time for staff collaboration in various forms. Clearly defined structures/protocols are in place to collect and review formative implementation data.

a) What is the evidence and what does it show regarding the sufficiency of administrative support to achieve the intended results?
b) What is the evidence and what does it show regarding the sufficiency of professional learning during implementation, e.g. modeling/coaching?
c) What is the evidence and what does it show regarding the sufficiency of resources – including financial and time - to achieve the intended results?
g) What is the evidence and what does it show regarding staff collaboration in support of the program/strategy/initiative?
h) What is the evidence and what does it show regarding structures being in place to collect and review implementation data?

Suggested Evidence for Question 3:
- Agendas/minutes
- Action plans
- Email correspondence
- Focus group and/or anonymous surveys
- Budget sheets
- Logs, school schedules
- Inventories
- Curriculum pacing guides
- collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- Curriculum pacing guides
- Staff meeting results
- Protocols for reviewing formative assessment

Given the evidence you've assembled, choose one overall self-assessment for Question 3:

Was there opportunity for high quality implementation?			
Opportunity and resources were just beginning to align in support of the program.	Basic resources and opportunities were available, but significant gaps need to be filled.	Many necessary resources were aligned with program goals, but more are needed.	Necessary support and resources (time, funding, and attention) were solidly in place.
NEXT STEPS: What action steps are needed to ensure opportunity for high quality implementation?			

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4. Implementation with Fidelity: Was the strategy/program/initiative being implemented as intended?

IN AN IDEAL PROGRAM/STRATEGY/INITIATVE, all personnel involved in the program implement the strategies with fidelity according to the research, carrying out responsibilities by their proposed timelines. They use clearly defined **protocols** to collect and review formative implementation data to identify unintended consequences. Program leaders consider adjustments guided by implementation data **while maintaining the i**ntegrity of results.

a) **What is the evidence and what does it show regarding the fidelity of implementation of the non-negotiable or acceptable variations of the elements of the program/strategy/initiative, including timelines and responsibilities?**
b) **What is the evidence and what does it show regarding unintended consequences that may have occurred?**
c) **What do student achievement results suggest for implementing/modifying the program/strategy/initiative? How might these affect the integrity of the results?**

Suggested Evidence for Question 4:
- Principal's walkthroughs
- Number of staff implementing with fidelity
- Model lessons
- Surveys
- Coaching schedule
- Agendas and minutes of common planning time/meetings
- Focus group interviews
- Debriefing following model lessons
- Collegial observations/visits
- Training agendas & material
- Program Time Line
- Lists of acquired resources

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Given the evidence you've assembled, choose one overall self-assessment for Question 4

Was the program implemented as intended?			
Parts of the program were working, but others have yet to be implemented.	The overall design was in place, but variations in practice were evident and may be adversely affecting results.	Critical elements have been implemented, but work on consistency and depth remains.	All research-based elements have been implemented with fidelity following the proposed timelines.
NEXT STEPS: What action steps are needed to ensure faithful implementation of program plans?			

If you have questions regarding this Tool, contact Shereen Tabrizi, Ph.D. Office of Field Services-MDE at TabriziS@michigan.gov

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